Future of education in the era of generative artificial intelligence: Consensus among Chinese scholars on applications of ChatGPT in schools

Abstract

ChatGPT is an artificial intelligence chatbot that utilizes advanced natural language processing technologies, including large language models, to produce human■like responses to user queries spanning a wide range of topics from programming to mathematics. As an emerging generative artificial intelligence (GAI) tool, it presents novel opportunities and challenges to the ongoing digital transformation of education. This article employs a systematic review approach to summarize the viewpoints of Chinese scholars and experts regarding the implementation of GAI in education. The research findings indicate that a majority of Chinese scholars support the cautious integration of GAI into education as it serves as a learning tool that offers personalized educational experiences for students. However, it also raises concerns related to academic integrity and the potential hindrance to students' critical thinking skills. Consequently, a framework called DATS, which outlines an optimization path for future GAI applications in schools, is proposed. The framework takes into account the perspectives of four key stakeholders: developers, administrators, teachers, and students.